**Global Warming Unit**

**Lesson Plan #3**

**Teacher Candidate:** Diane Camejo **Grade Level:**  6 **Date of lesson:** 28 November 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* **Unit Goal:** By the end of the entire unit, students will have gathered information, facts, and opinions about global warming. Students will then be able to take a position on global warming and support their position with research.
* **DoDEA Standards for 6th Grade Social Studies:**

**6SSK6:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

**6SSK7:** Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

* **DoDEA Standards for 6th Grade English Language Arts:**

**6E1b.1:** Identify the structural features of popular media (*such as newspapers, magazines, online information*) and use the features to obtain information.

**6E1b.4:** Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Over the course of this unit on global warming, the students have collecting facts, statistics, viewpoints, and findings into a ‘research notebook’. Using these ‘research notebooks’, each student drafted a persuasive essay about a point of view of global warming that they found based on their findings.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will create a presentation that supports their point of view about global warming. Students are to compile information from additional resources, information from their ‘research notebooks’, and portions of their persuasive essays to add support to their presentations. Students will work in small groups with peers who share the same point of view to use research sources (articles, websites, newspapers, etc.) to find more information for their group’s presentation as needed.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed based on their participation in conducting additional research of their group’s point of view. Students will also be assessed based upon their completion of the *research graphic organizer* accompanying this lesson.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Copies of the *research graphic organizer* for each student and/or group.
* Internet access and/or computer lab
* A variety of recent newspapers, journals, etc.
* Optional: ELMO overhead projector (for explaining graphic organizer to students)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

This lesson will utilize the guided discovery approach as the students are to given a brief description of how to use the research materials and are then able to peruse through them, plucking information as needed.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Provide students with the following link:

<<http://www.koshland-science-museum.org/exhibits/>>

This link takes the user to the Marian Koshland Science Museum of the National of Sciences: “Global Warming Facts about Our Future Gallery” interactive gallery. Explain to the students how to access this gallery by following the link and then scrolling halfway down the page. Demonstrate this by using a SmartBoard or a laptop with a projector.

* This source will be used to show a real world example of a presentation about global warming. Students will look through this virtual museum exhibit taking note of the various ways used to present information to an audience. These techniques will be used as a model for students to refer when making their own presentations about global warming at the conclusion of the unit. Students will be given time in class to work on their presentations at the end of this lesson plan.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* From the previous lesson, the students learned which classmates shared their point of view about global warming.
* Ask the students to form small groups made up of classmates who share the same point of view about global warming.
* Explain to the students that today they will be given time to use research materials to gather additional information about global warming that will support their point of view.
* Along the way, they will be required to complete the research graphic organizer.
* Afterwards, the students will collaborate together to pull pieces from each of their persuasive essays written during the previous lesson plan to incorporate into their presentation.
* Also, the students will need to pull information from their ‘research notebooks’ and their freshly completed research graphic organizer to include in their unit.
* This will require that the students determine between relevant and irrelevant information as each piece that they pull will need to support their particular group’s point of view about global warming.
* Explain to the students how to find information from particular types of resources. Demonstrate this using a projector. For instance, if the students are unfamiliar with how to find information in a newspaper, show them where the index is located and that each section of the newspaper is devoted to a different subject such as entertainment, sports, world news, etc.
* Allow the students time to research information and compile information.
* **Note: This may take more than one day to complete.**

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Students will present their presentations at an ‘environmental summit’.
* At the conclusion of the presentations hold a class discussion reviewing the essential questions of the global warming unit:
  + In what ways might global warming change the environment?
  + In what ways might global warming change habitats?
  + In what ways might global warming affect people’s lives?
  + What can be done on a local/individual level?

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Josaline | 1. Josaline struggles with a speech/language disability. 2. This has been identified in her IEP. | Josaline will participate with the rest of the group in researching an compiling the presentation. When it’s Josaline’s turn to share her portion of her persuasive essay, she will be given the option to do so through text or through a video montage. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?